



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Private School Inspection Report

Emirates National School
Mohammed Bin Zayed City

Academic Year 2015 – 2016

Iqraa

Emirates National School - MBZ

Inspection Date	February 8, 2016	to	February 11, 2016
Date of previous inspection	May 5, 2014	to	May 8, 2014

General Information		Students		
School ID	105	Total number of students	3319	
Opening year of school	2002	Number of children in KG	601	
Principal	Ahmed Al Bastaki	Number of students in other phases	Primary:	1446
			Middle:	890
			High:	382
School telephone	+971 (0)2 559 0000	Age range	3 years 9 months to 18 years	
School Address	Mohammed Bin Zayed City, Abu Dhabi	Grades or Year Groups	KG – G12	
Official email (ADEC)	Emiratesnatmbz.pvt@adec.ac.ae	Gender	Co-ed KG – G4, Boys G5 – G12 and Girls G5 – G12	
School website	www.ens.sch.ae	% of Emirati Students	96%	
Fee ranges (per annum)	Medium to very high: AED 21,610 – AED 55,920	Largest nationality groups (%)	1. Omani 1%	
			2. Jordanian 1%	
			3. Western 1%	

Licensed Curriculum		Staff		
Main Curriculum	American	Number of teachers	223	
Other Curriculum	International Baccalaureate (IB)	Number of teaching assistants (TAs)	62	
External Exams/ Standardised tests	AP, SAT, IB: PYP, MYP & DP, MAP, EMSA, IELTS, PSAT,	Teacher-student ratio	KG/ FS 1:16	Primary 1:16
			Middle 1:16	High 1:16
Accreditation	AdvancED, IBO, College Board	Teacher turnover	27% (in last 2 years)	

Introduction

Inspection activities	
Number of inspectors deployed	8
Number of inspection days	4
Number of lessons observed	166
Number of joint lesson observations	6
Number of parents' questionnaires	126; (return rate: 4.2%)
Details of other inspection activities	Inspectors conducted meetings with the principal, the heads of school of: kindergarten, primary, boys' secondary, girls' secondary, and the subject coordinators, teachers, students, parents and the proprietor. They observed lessons, attended assemblies, analysed test and assessment results, scrutinized students' work, and considered many of the school's policies and other documents.

School	
School Aims	'To inspire students to take a leading, creative and caring role in an internationally-minded learning community that empowers them to be independent thinkers, open minded and global contributors, so that they actively achieve their full potential in a changing world, while preserving their national identity.'
School vision and mission	'Our Vision - Preparing future leaders through innovation in education and treasuring of cultural heritage.' 'Our Mission - Emirates National School will provide students with educational programs that develop character, use of technology to improve learning and prepare students to be leaders and community members.'



Admission Policy	Selective by test and interview.
Leadership structure (ownership, governance and management)	The school is governed by a Board of Directors. It is managed by the MBZ Campus Director/Principal, a Head of Boys' Secondary School, a Head of Girls' Secondary School, a Head of Primary School and a Head of Kindergarten.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school
Intellectual disability	0	1
Specific Learning Disability	0	0
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	0
Physical and health related disabilities	0	0
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	0	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	0
Psychomotor ability (e.g. dance or sport)	0

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

School was judged to be:	BAND (A)	Good
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						
Summary Evaluation: The school's overall performance						

The Performance of the School

Evaluation of the school's overall performance

The overall performance of the school is good. The principal has a genuine commitment to providing a high quality of education. He, along with the proprietor, the managing board of directors, senior leaders and staff, have a clear understanding of the school's strengths and areas for development. The staff are focused on raising students' achievement across all the phases. Children in the kindergarten (KG) enter with low attainment. Teachers in the KG and the primary phases plan lessons where students are actively engaged and challenged. This enables the students to build their basic learning skills, particularly in English language development, which helps them to make good progress. Students are motivated to learn about Islamic education, the UAE culture and heritage, and about their own and others' cultures within the Arabic medium subjects. Attainment and progress are consistently rising in the KG, in the primary and in the girls' school phases. Similarly, standards are improving in the core subjects. The poor behaviour of a minority of boys and the inconsistent use of assessment across the school are currently limiting students' achievement overall.

Progress made since last inspection and capacity to improve

There has been good progress made since the previous inspection and leaders demonstrate good capacity for further improvement by what they have already achieved. Most areas for improvement identified in the previous inspection report have been addressed. There are improvements in all the performance standards. Teaching and assessment are good and this has impacted positively on improving academic standards in Arabic, English, mathematics and science. The school's self-evaluation identifies strengths and areas for development although leaders' assessment of the school's performance is one of caution.

The American curriculum in the KG and the IB framework in the primary are now well established and this is impacting positively on the good progress being made by the children in the KG and the students in the primary phases. Not enough has yet been done to modify the curriculum in order to challenge higher attaining students more effectively. A range of strategies to improve the behaviour of boys has reduced incidents of weak behaviour of boys to a minority who do not engage fully with learning. The introduction of a broader range of physical education (PE) activities has had a positive impact on both boys' behaviour and increased the interest of the girls in sport.

Development and promotion of innovation skills

Opportunities for students to develop their innovation skills is fully integrated through the structure of the American curriculum and the IB programme. Curriculum provision is carefully aligned to cross-curricular links and opportunities to develop students' research skills, inquiry and critical thinking. There is a well-balanced framework structured in units of inquiry such as 'How the world works' and 'Sharing the planet'.

The inspection identified the following as key areas of strength:

- the effectiveness of school leaders
- the quality of teaching and the progress students make as a result of this
- the promotion of UAE culture, heritage and Islamic values
- the quality of education in kindergarten and primary phases
- the effectiveness of the curriculum.

The inspection identified the following as key areas for improvement:

- further improvement to students' attainment across the key subjects
- management of behaviour for a minority of boys
- teachers' consistent use of assessment
- punctuality of students.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Good
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Good
Arabic (as a Second Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Social Studies	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Good
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Good
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Good
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Good	Good	Acceptable	Good

Attainment overall in the KG, the primary phase and of all girls in the core subjects is in line with age-related, national and international expectations. This is significant because the KG, the primary phase and all girls represent most (80%) of the school's population. The attainment of a minority of boys who do not reach levels in line with their age related expectations is as a consequence of their weak behaviour. This is evident in the MoE results in Arabic medium subjects and results of the Measurement of Academic Performance (MAP) tests, IB assessments and Diploma results. More girls than boys entered for the IB Diploma in Grade 11 and Grade 12 in the first year of the course. In this, the second year of the diploma, equal numbers of boys and girls are being entered.

Most students make good progress as a result of significant improvement in the KG and primary phases. Good progress is evident in the core subjects of Arabic, English, mathematics and science in all phases of the school and in relation to their broadly lower than average starting points when they enter the KG. Children rapidly build their skills particularly in reading, language development in both Arabic and English, as well as mathematics when they enter KG 1 and KG2. This rapid development is similarly reflected in the primary phase. The girls in the middle school and high school phases outperform the boys. There is good progress also in Islamic education and social studies throughout the KG, primary and by girls in the middle and high schools.

Most students in identified groups progress well in all phases in Arabic, English, mathematics and science. In Arabic lessons, students in the KG and primary school rapidly build their reading and language skills. A significant group of boys in the middle school make weak progress as a result of their weak levels of engagement, responsibility for their own learning and their weak behaviour in lessons. In a few lessons, higher attaining students do not make maximum progress because teaching does not fully challenge them in their learning.

In mathematics, children in KG make significant gains in their learning. Students in KG to Grade 5 are gaining the building blocks for their future learning. Most students show mature attitudes to their learning and older students realise that they need the expertise in mathematics to further their careers in engineering and mechanics. Students quickly gain basic problem-solving skills from Grade 6 into the higher grades.

In English, the promotion of literacy is good particularly in the KG and primary phases. This leads to the rapid development of students' language skills. The reading programme is a strength throughout the school. As a result, students communicate confidently in both Arabic and English. In science, most students make good progress in developing scientific skills across the KG. They enter the primary phase ready to continue to learn new scientific skills. Students continue to achieve well across all phases. By the end of Grade 6, most students know the difference between kinetic

and potential energy. By the end of Grade 9, most students can undertake experiments about chemical bonds. Most students in Grades 10, 11 and 12 know how to extract DNA from plants. Students develop a broad range of skills in music, art, physical education (PE) and information and communication technology (ICT) and achieve levels above the national curriculum standards particularly in PE.

The learning skills for most students are now good as a result of better attitudes to learning. The weak attitudes of a minority of boys in the middle school phase slow down their progress. Boys improve their attitudes in the high school phase, but this improvement is not enough to close the gap in their learning completely.

Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
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Personal development	Good	Good	Acceptable	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Good	Good
Social responsibility and innovation skills	Good	Good	Acceptable	Good

The personal development of most students in the school is good. They enjoy learning and demonstrate positive and responsible attitudes towards their work and around the school. The good behaviour of most students is respectful. Students' positive relationships contribute well to a friendly and harmonious learning community where bullying is being addressed more effectively by the school's behaviour systems. The behaviour and relationships of a few boys in the middle phase is not yet managed effectively enough and this impacts negatively on their progress in class. In lessons, the maturity of most students provide a positive and secure environment for learning. Students in the KG demonstrate a good understanding of healthy lifestyles and it is very good in the primary phase. They demonstrate healthy living through active play on a range of equipment in the KG and primary phases. The majority of KG and primary students show healthy choices in the food they bring to school. Attendance is

acceptable at 92%. Students' punctuality to school and to lessons is not being improved sufficiently through the school's monitoring process.

Students' understanding of Islamic values and respect for the heritage and culture of the UAE is very well developed in the lower grades and well developed in Grades 5 to Grade 12. All students gather respectfully in assembly. In the KG children are encouraged to value all who help them around the school. This was evident in an assembly where students rewarded the workers by presenting them with certificates of thanks. They demonstrate good understanding and appreciation of other cultures.

Students are encouraged to develop social responsibility to support others in the community. They volunteer to maintain the environment around the school including projects such as cleaning the beach. Students participate in competitions for example reading the Qur'an. The school won first place in the Emirates campaign on 'Anti-Smoking'.

Engagement in innovation and problem solving is built into the American and IB curriculum through the activities and extended projects they do. The 'I think I Innovate' project encourages critical and creative thinking through reflection, read, imagine, draw and play in the drama room. The school gained third position in the UAE 'Think Science' competition and was offered a trip to Korea. 'Innovation corners' in the school express ideas for innovation. Teachers provide students with a range of opportunities within the curriculum to develop skills in innovation through collaborative projects, more open ended problem solving and critical thinking during lessons. The work ethic in lessons of a minority of boys is less strong which limits their engagement in these additional activities.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
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Teaching for effective learning	Good	Good	Acceptable	Good
Assessment	Good	Good	Acceptable	Good

The quality of teaching in the school is good overall. It is strongest in KG, primary and for girls across the school. Here good lessons use appropriate strategies to ensure students experience a range of activities to increase their understanding. They

provide opportunities for students to take responsibility for their own learning. This is well developed in the KG, primary and with girls where students work in groups, collaborate with each other and solve simple problems to increase their critical thinking. This approach varies in lessons across the school. A few lessons are overly teacher led and do not provide opportunities for students to work independently.

Teachers have good subject knowledge. In the main they understand how students learn. Lessons are well planned to closely follow the American and IB curricula to provide continuity of learning across subjects. Teachers use the opportunities for cross-curricular links between a number of subjects such as the study of Arabic and UAE culture. In the better lessons, teachers ask probing question that lead to students' deeper critical thinking. There are regular paired and group activities that encourage collaboration and problem solving. In the KG and primary phase, students are familiar with the routines which make them feel secure and confident in their learning environment. These lessons usually end with a plenary on what has been learnt in the lesson and are well linked to the lesson objectives.

Teaching does not always provide the right level of challenge and interest for boys in the middle phase where teachers use only a limited range of strategies to engage them in their learning. Work is not well matched to the learning needs of students. There is limited use of technology to enhance and motivate their learning. Teaching in physical education (PE) is contributing positively to the engagement of boys and modifying behaviour.

Assessment procedures are good. Assessment is an integral part of the American and IB curricula. As a part of the regular testing, the school generates thorough benchmarking for individual students across the grades. Teachers do not yet always use this data effectively to plan the next steps in students' learning. Marking is inconsistent. In books, where there is limited feedback, students are not consistently given guidance about how to improve.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

The curriculum is good overall. The school offers the American Common Core Colorado State Standards (CCCSS) and the International Baccalaureate programme. It has implemented the primary IB framework which is well established and effective. The curriculum is compliant and meets all statutory requirements. The use of 90 minute 'blocks' means that it also meets the IB minimum of 50 hours. Both the boys' and the girls' schools are authorised to deliver the IB Middle Years Programme (MYP) programme. The IB Diploma Programme (IBDP) is academically challenging for older students. Strong cross-curricular work, research skills and critical thinking, are well matched to units of inquiry such as 'How the world works' and 'Sharing the planet'. The IB has yet to be applied consistently in the boys' school. The curriculum in the boys' middle school is not always adapted effectively to meet their learning needs or to engage the students fully. The school acknowledges that transitions between phases are not always effectively managed.

Review of the curriculum is regular and has adapted the American curriculum to be more global in its reach and to include specific work related to the UAE. The school has its own UAE heritage museum. Each year students add to the displays and the school is creating an exhibition celebrating the 'Um Al Emirat'. Students choose from a range of child initiated activities in KG. Teachers run a 'Daily 5' programme in primary. For example, students can choose to read or read to each other or make a model.

The subjects taught in Arabic are modified to meet the needs of students. Implementation is inconsistent as teachers do not always apply their planning to good effect in the classroom. The range of extra-curricular activities promotes reading, reading coaches, drama role play of the Hajj, plays and competitions. Innovation is evident in Islamic education, for example students create solutions for spaces for prayer in future transport projects. Students' engagement is promoted through 'hands on' performance tasks in which they create a product at the end of each unit. This is helping boys, in particular. In addition, students show enterprise and

innovation in their personal projects. For example, middle school students design their own units of work that follow their personal interests. It is then presented to other students. In the middle and high school, the introduction of a wider range of activities in PE is beginning to have a more positive impact on boys' behaviour. This is also encouraging increased participation levels by both boys and girls.

Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Very Good	Very Good	Good	Very Good
Care and support	Good	Good	Acceptable	Good

The protection, care, guidance and support of students is good. The school's procedures provide a safe and secure environment for students and staff. Parents and staff are aware of the safeguarding policy and procedures. Security guards are on regular duty and effectively monitor visitors to the school, ensuring students' safety.

The school maintains a single central register, recording staff names, qualifications and details of their security checks by the appropriate authority prior to being appointed. There are clear policies for behaviour and child protection. Incidents of weak behaviour, identified by the previous inspection, have been reduced to a minority of boys. Incidents of bullying or any form of abuse are managed effectively by the staff and leaders. Students with improved behaviour are rewarded. Closed-circuit television (CCTV) cameras in the public areas of the school help to ensure behaviour incidents around the school are correctly followed up. Where there are incidents of weak behaviour, parents are consulted. The school's work with parents to ensure students arrive punctually to school is underdeveloped.

Students are encouraged to make healthy choices as part of the schools' Healthy Lifestyles' programme. Students participate in 'good health' sessions. Staff and student relationships are mutually respectful and purposeful. The clinic is well equipped and there are arrangements for the safe storage and dispensing of medicines. There is a register of students for each bus and students are supervised by

adult bus monitors. Students in the high school are encouraged to make career choices. They are actively supported with their choices of university and guidance with applications. There are no formal procedures to identify SEN students or those who are gifted and talented. There is support for higher and lower attaining students who, as a result, make effective progress in lessons.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good

The overall leadership and management of the school is good. The principal has ensured that a clear vision is shared with all stakeholders including governors, senior leaders, staff, students and parents. School improvements are evident in the achievement of students across most subjects since the previous inspection. Students' progress is good. The principal is well supported by the heads of each school. Leaders are held to account by the proprietor and the board of governors. Specific academic performance and development targets are set each year and progress is monitored by the principal and governors through regular meetings. The self-evaluation form (SEF) is informative and shows that leaders know the school well. Evaluative judgements in the SEF appear cautious. All stakeholders are included in the preparation of the SEF and the school development plan (SDP).

The principal has been in post for two years and there has been significant improvement during this time. There is strong capacity to improve the school further as it is rightly focused on raising achievement which has already steadily improved over time. Leaders took up the offer to do joint observations with the inspectors and they have a clear idea of what constitutes a good lesson. The school regularly observes teaching as part of the performance management process. Not enough has been done through the monitoring of teaching and learning to ensure boys who misbehave are fully engaged in their learning.

There are good relationships and communication at all levels within the school and with the wider community. Parents provide positive views and there is regular feedback to parents on the performance of their children. Leaders have not sufficiently addressed the issue of students arriving late to school with their parents. In other ways the day-to-day management of the school by the principal and heads of school and staff is very good over the particularly large site of 5 buildings. The new primary school building is now in operation and is well resourced.

What the school should do to improve further:

1. Improve the behaviour of a minority of boys by:
 - i. increasing their engagement in their learning
 - ii. using a wider range of teaching strategies to motivate students to take responsibility for their own learning
 - iii. leaders rigorously monitoring the school's behaviour procedures to ensure good teaching engages students effectively
 - iv. the use of ICT to increase the interest of students.
2. Ensure teachers' consistent use of assessment through:
 - i. using assessment more effectively to inform planning and providing work that is well matched to students' learning needs
 - ii. high quality marking that provides helpful feedback on how students can improve.
3. Improve punctuality of students through:
 - i. ensuring that parents take responsibility for their children arriving at school on time
 - ii. providing effective guidance and support for students who are late
 - iii. the use of tracking to ensure lateness is improving.